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ABSTRACT

This report describes the third-party evaluation of the third year of operation of the experience based career education (EBCE) project administered by Iowa Central Community College. The evaluation is based on examination of project records; interviews with staff, students, and resource persons; questionnaires completed by students, parents, and resource persons; and test data collected on students at the beginning and end of each semester. Among the findings of the evaluation was that growth of EBCE students measured by the Comprehensive Test and Basic Skills Test indicated the gain in mathematics concepts was statistically significant (.1 level) for both one-semester and full-year students. The gain in reading comprehension was also statistically significant for full-year students. Questionnaires completed by students when they finished their EBCE program indicated that 93% had an opportunity to observe and work at least at one job they felt they wanted to pursue. Results of the resource person questionnaire indicated that 92% of the resource persons felt that the program staff provided enough information to help direct student activities at the site. Almost all (94%) indicated that they would recommend participation in the program to another employer or resource person. (LRA)

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ED178753

ANNUAL EVALUATION REPORT

1978-1979

EXPERIENCE BASED CAREER EDUCATION PROJECT

Administered by

IOWA CENTRAL COMMUNITY COLLEGE

Fort Dodge, Iowa

An Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Project Number 502AH60021
Grant Number G07-76-00090 (502)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PART I

INTRODUCTION

This report is the third party evaluation of the third year of operation of the Experience Based Career Education (EBCE) Project administered by Iowa Central Community College, Fort Dodge, Iowa. The report covers the period from October 1, 1978 through September 30, 1979. 273 students were enrolled in the program during the school year.

The program operated in eight centers: Northwest Webster, Fort Dodge, Humboldt, Lake City, Pocahontas, St. Edmonds and Storm Lake (2). The program followed the EBCE model developed by the Appalachia Educational Laboratory. Technical assistance and training for the project were furnished by that laboratory.

This evaluation is based on examination of project records, interviews with project staff, student and resource persons, questionnaires completed by students, parents and resource persons and test data collected on students at the beginning and end of each semester.

The report is organized into two parts. Part I includes an executive summary, a description of the evaluation design, general evaluation results, and conclusions. Part II includes detailed results of objective evaluation measures and statistical tables.

EXECUTIVE SUMMARY

This project involved the development and operation of an Experience Based Career Education (EBCE) program in Iowa during 1978-79. Thus, the third and final year of the exemplary project served 273 students from 23 rural Iowa high schools. The students were served in eight EBCE centers.

MANAGEMENT

The project was well-organized and managed. Tasks were accomplished on time as planned and fiscal control was good.

FACILITIES

Facilities used included a room in a high school building at all eight sites. The facilities were adequate.

STAFF

The staff consisted of a project director, a curriculum coordinator and eleven learning coordinators. The staff is very competent and has done an excellent job.

TRAINING

Training of the project staff was provided by AEL, the project director, and experienced EBCE staff. The staff in turn provided training for local teachers, counselors and administrators. The training by both AEL and the project staff has been very good.

PUBLIC INFORMATION

Public information activities have included: 11 meetings attended by about 500 persons, 19 articles published in area newspapers, a television program, and two newsletters. The public information efforts were adequate, but the general public could be better informed through increased use of radio and newspapers.

AEL TECHNICAL ASSISTANCE

Technical assistance for the project was furnished by the Appalachia Educational Laboratory (AEL). AEL was very cooperative, the AEL staff involved was competent and good technical assistance was provided.

EXPERIENCE SITES

A total of 613 experience sites were developed, of which 472 were actually used by students. They included an appropriate number and variety of jobs and were adequate to meet most student needs.

STUDENTS

The 273 participating students were all high school juniors and seniors, 135 girls and 138 boys. Based on background, achievement and aspirations, they appeared to be a typical group of rural Iowa high school students.

OPINIONS OF STUDENTS, PARENTS AND RESOURCE PERSONS

The opinion of students, parents and resource persons toward the EBCE program were very positive. The students felt that learning was meaningful through EBCE since they learned by doing and saw the practical application of what they were learning. They also liked the fact that learning was self-directed and the responsibility was placed on them. They liked the sites best where they were able to perform work rather than just watch. Their primary concern was lack of communication with their home schools.

The parents were also very favorable toward the EBCE program. Most were glad their sons and daughters had been in the program and felt they learned more than they would have in regular school programs.

Almost all resource persons felt that they were provided with sufficient information about the program, that the students were interested in EBCE concepts and in their sites, and that they wanted to continue to participate in the program.

GROWTH IN BASIC SKILLS

Even though the EBCE students did gain in basic skills as measured by the CTBS, their gains were in general no more than would be expected according to national norms.

GROWTH IN CAREER INFORMATION AND ATTITUDE

EBCE students made significant gains in career information and attitudes, as measured by the Iowa Career Inventory. The EBCE students also gained much more than did a group of non-EBCE comparison students.

GROWTH IN ATTITUDE

The EBCE students gained in all four attitude areas measured--learning, careers, self and others. On three of those measured (learning, career and others) they gained significantly more than did a group of non-EBCE comparison students.

SEX-ROLE STEREOTYPING

The EBCE students gained in their attitudes toward sex roles and when compared to the group of non-EBCE comparison students, gained significantly more.

EVALUATION DESIGN

Methods used for this evaluation included: observation, examination of records, interviews, questionnaires and administration of objective achievement and attitude instruments. Simple tabulations and descriptive statistics were used to describe the results of all procedures except the objective measurement instruments.

The design for the affective/cognitive gain part of the evaluation was basically an experimental-control, pretest-posttest design. Ninety-five students served as a control group. Those students were tested at the beginning and end of the year. Comparisons were made between gains of control students and gains of full year EBCE students. Gains of both one semester and full year EBCE students were also compared to expected gains determined from national norms, when appropriate.

The following tests and subtests were used to measure gains over the semester:

Comprehensive Tests of Basic Skills
(CTB/McGraw-Hill, Level 4, Form S)

- Mathematics Concepts
- Mathematics Applications
- Reading Comprehension

Iowa KAP Career Inventory
(State of Iowa)

Student Attitude Survey
(Research for Better Schools)

- Learning
- Career
- Self
- Others

SEX-ROLE STEREOTYPING INSTRUMENT

(AEL)

In addition, characteristics of both the EBCE and the comparison students were gathered through a Student Information Questionnaire at the beginning of the semester. At the end of the semester, attitudes and opinions of students, parents and employers were gathered through the following instruments:

Student Attitude Questionnaire
Parent Opinion Survey
Resource Person Opinion Survey

MANAGEMENT

A detailed management plan for this project was included in the proposal, pages 12-16 and 34-38. That plan was developed by the project director and a steering committee. Although some modifications to that plan were made as circumstances dictated, the plan remained essentially as originally formulated.

The project was well-organized and managed, particularly in light of the broad geographic area served and the large number of persons involved in various roles. Appropriate financial records were kept and cost management and fiscal control were good.

STAFF

The project staff consisted of a project director, a curriculum coordinator and eleven learning coordinators.

The staff was, with one or two exceptions, highly competent and have done an excellent job. This is evidenced by their excellent relations with students and resource persons.

The exceptions were cases where learning coordinators appear not to fully understand the philosophy of the EBCE program or to be able to implement EBCE practices. Additional intense in-service training was provided in those cases which appeared to have resulted in some improvement.

PARENT PERMISSION

During September, 1978, and February, 1979, the third party evaluator examined a sample of parent permission forms in the EBCE files and found them to be complete.

AEL TECHNICAL ASSISTANCE

The Appalachia Educational Laboratory (AEL), Charleston, West Virginia, developer of this EBCE model, provided training and technical assistance for implementation of the model. AEL was very cooperative and did an excellent job of providing training and technical assistance.

EXPERIENCE SITES

A total of 613 experience sites were available for student placement. During the year students were placed in 472 of those sites.

The experience sites represent a broad variety of occupations. A number of sites provided opportunity for exploration in more than one occupation. Thus, the 613 sites actually represented opportunity for 1,154 different placements. On the surface it would appear that the sites would be more than adequate to serve the 273 students in the program. However, it should be remembered that both the sites and the students were spread out over an area 75 miles long and 50 miles wide. Because of time and transportation limitations students were not able to choose placement at sites far from their homes. Also, many of the communities involved were quite small and, even though all potential sites were willing to participate, would still offer a limited variety of experience. Also, many employers limited the number of students they would accept during the year. Placement was further complicated by the fact that other programs in the area were using experience sites, thus, in some cases, EBCE centers had to compete with other programs for site placement. There were few problems with placement at the beginning of the year, but placement of students toward the end of their programs, after students had already explored some sites and after some employers felt they had already accepted their quota of students, became more difficult. That is not to indicate, overall, that student experience site placement was poor. Considering the circumstances it was, in fact, quite good. However, there were some problems placing students in the most appropriate sites. This resulted in students sometimes being placed in sites that were not their primary choices and in students sometimes having to wait for their desired site placements.

STUDENTS

A total of 273 students participated in the project.

135 were female
138 were male

63 were 11th graders
210 were 12th graders

52 were in the program full-time
221 were in the program half-time

66 were in the program all year
207 were in the program one semester

Detailed information about the students is provided in Part II of this report. The students, as a group, appear to be quite typical rural Iowa high school students. They were about average in basic skills. As a group they scored at the 44th percentile in math concepts, at the 51st percentile in math application and at the 46th percentile in reading comprehension. Twenty-nine percent of their fathers and thirty percent of their mothers had some education beyond high school. Fifty-six percent planned to continue their education after high school. Their most frequent choice as a long-range goal was a professional career. A majority of their fathers were farmers, craftsmen or laborers; while most of their mothers were homemakers, professionals or salespersons.

STUDENT OUTCOME OBJECTIVES

The student outcome objectives listed below were stated in the evaluation plan of the original proposal. Detailed data concerning the extent to which the objectives were met is provided in Detailed Statistics portion of this report (Part II). The results are summarized below.

Objective 1. Full year EBCE students will do as well in basic academic skills as control students in traditional high schools.

The EBCE students gained about as much as would be expected from national norms in each of the three basic skills areas measured (math concepts, math application and reading comprehension). (see Table 5) This objective, therefore, was met.

Objective 2. The EBCE students will gain significantly more than the control students in career knowledge and attitude.

The EBCE students gained more than the control students as measured by the Iowa Career Inventory. The difference in gains was significant at the .1 level. (See Table 6). Thus, this objective was met.

Objective 3. EBCE students will acquire significantly greater career maturity than control students in traditional high schools.

Since the Iowa Career Inventory was used this year rather than the CMI, this objective was not measured.

Objective 4. Experimental students will develop significantly more positive attitudes toward learning environment than control students in traditional high schools.

The EBCE students did gain more than the control students in attitude toward learning as measured by SAS and the difference in gains was statistically significant at the .10 level. (See Table 7). Thus, this objective was met.

Objective 5. EBCE students will gain significantly more in their attitude toward sex roles than will control students.

The EBCE students did gain significantly more than control students in their attitude toward sex roles. (See Table 8). Thus, this objective was met.

OPINIONS OF STUDENTS, PARENTS AND RESOURCE PERSONS

Questionnaires were used to elicit the opinions of students, parents and resource persons toward the EBCE program. The instruments used and the complete results are provided in the sections labeled Student End-Of-Program Questionnaire, Parent Opinion Survey and Resource Person Opinions of Part II of this report. All three groups--students, parents and resource persons--were very positive in their opinions and attitudes toward the program.

The students felt that learning through EBCE was especially meaningful since they learned by doing and saw the practical application of what they were learning. They also liked the fact that learning was largely self-directed and responsibility for learning was placed on them. They were especially positive toward sites where they were able to be actively involved in doing jobs rather than just watching. The students felt that the greatest weakness of the program was that some students could not handle the freedom. (See Table 9).

Parents were also very positive in their opinions of the EBCE program. (See Table 10). The majority felt that:

- Their children were better off in EBCE than they would have been in regular high school programs.
- If they had to do it over again, they would want their children to participate in EBCE.
- Their children liked EBCE as well as or better than regular school programs.
- They received enough information about their children's progress.
- EBCE provided students more opportunity to learn about occupations than regular schools.
- EBCE provided more opportunity for general learning than regular schools.
- EBCE helped their children form career plans.
- Students were motivated to learn through EBCE.

The results of the Resource Persons Questionnaire show that the resource persons view the EBCE program very favorably. (See Table 11). Most resource persons felt that:

- The EBCE staff provided them with the necessary information to help them direct student activities.
- The staff explained reasons for particular placements to them.
- The students were interested in their sites and in the concepts of EBCE.
- Both employees and top-level management were favorable toward the program.
- The program was effective.
- They would continue working with the program.

PART II

STUDENT CHARACTERISTICS

Characteristics of the students involved in the EBCE program are shown in Table 1.

The characteristics of the EBCE students appear to be about the same as would be found in any group of rural Iowa high school juniors and seniors. Twenty-five percent of the students' fathers and thirty percent of their mothers had some education beyond high school. The most popular choice as a long-range goal was a professional career. Fifty-six percent planned to continue their education after high school. A majority of their fathers were farmers, proprietors or in operative jobs, which most of their mothers were homemakers, clerical, professional or service workers.

TABLE 1

STUDENT CHARACTERISTICS

Student Information Questionnaire

N	%	
		1. Are you:
138	51	___ Male
135	49	___ Female
		2. Are you:
269	100	___ White
1	0	___ Black
0	0	___ Oriental
0	0	___ Spanish descent (Chicano, Puerto Rican, etc.)
0	0	___ Native American
0	0	___ Other (specify)_____
		3. What is your current grade level (as of September, 1976)?
0	0	___ 10th Grade
63	23	___ 11th Grade
210	77	___ 12th Grade

4. What is your birth date?

_____ MONTH _____ DAY _____ YEAR

N	%		
		5.	What is your father's highest level of formal education completed?
0	0	___	None
9	4	___	Elementary school
51	20	___	Some high school
128	51	___	High school graduate
40	16	___	Some post-secondary (for example, some college, junior college, business school, trade or technical school)
13	5	___	College graduate (four-year degree)
3	1	___	Some graduate work
7	3	___	Advanced degree (specify)_____
		6.	What is your mother's highest level of formal education completed?
0	0	___	None
0	0	___	Elementary school
35	13	___	Some high school
146	56	___	High school graduate
56	21	___	Some post-secondary (for example, some college, junior college, business school, trade or technical school)
23	9	___	College graduate (four-year degree)
0	0	___	Some graduate work
1	0	___	Advanced degree (specify)_____
		7.	How many of your brothers and sisters dropped out of school?
207	83	___	None
32	13	___	One
3	1	___	Two
6	2	___	Three
1	0	___	Four
0	0	___	Five or more

N	%	8. What are your long-range goals? Check only one.
20	7	___ 1. CLERICAL such as bank teller, bookkeeper secretary, typist, mail carrier, ticket agent.
30	11	___ 2. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter
28	10	___ 3. FARMER, FARM MANAGER
10	4	___ 4. HOMEMAKER OR HOUSEWIFE
7	3	___ 5. LABORER such as construction worker, car washer, sanitary worker, farm laborer
15	6	___ 6. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official
6	2	___ 7. MILITARY such as career officer, enlisted man or woman in the armed forces
5	2	___ 8. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant
62	23	___ 9. PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress
11	4	___ 10. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner
12	4	___ 11. PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman
5	2	___ 12. SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker
11	4	___ 13. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter
8	3	___ 14. TECHNICAL such as draftsman, medical or dental technician, computer programmer
10	4	___ 15. OTHER (specify)_____
27	10	___ 16. DON'T KNOW

N	%	
		9. What do you expect to be doing one year after completing high school?
98	37	___ Working full-time
10	4	___ Entering an apprenticeship or on-the-job training program
8	3	___ Going into regular military services or to a service academy
3	1	___ Being a full-time homemaker
34	13	___ Attending a vocational-technical, trade or business school
18	7	___ Taking academic courses at junior or community college
27	10	___ Taking technical or vocational subjects at a junior or community college
47	18	___ Attending a four-year college or university
10	4	___ Working part-time
10	4	___ Other (travel, take a break, no plans)
		10. What is your major field of study?
127	54	___ General curriculum
60	25	___ Vocational education curriculum
29	12	___ College preparatory curriculum
20	8	___ Other (specify)

11. Under FATHER, circle the one number that best describes the work done by your father (or male guardian). Under MOTHER, circle the one number that best describes the work done by your mother (or female guardian). The exact job may not be listed, but circle the one that comes closest. If either of your parents are out of work, disabled, retired, or deceased, mark the kind of work that he or she used to do.

Circle one number in each column.

	FATHER	MOTHER	FATHER		MOTHER	
			N	%	N	%
CLERICAL such as bank teller, bookkeeper secretary, typist, mail carrier, ticket agent	01	01	4	2	34	13
CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter	02	02	32	12	3	1
FARMER, FARM MANAGER	03	03	71	27	0	0
HOMEMAKER OR HOUSEWIFE	04	04	0	0	117	46
LABORER such as construction worker, car washer, sanitary worker, farm laborer	05	05	30	11	5	2
MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official	06	06	15	6	6	2
MILITARY such as career officer, enlisted man or woman in the armed forces	07	07	2	1	0	0
OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus or truck driver, gas station attendant	08	08	48	18	8	3
PROFESSIONAL such as accountant, artist, clergyman, dentist, physician, registered nurse, engineer, lawyer, librarian, teacher, writer, scientist, social worker, actor, actress	09	09	9	3	25	10
PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner	10	10	34	13	8	3
PROTECTIVE SERVICE such as detective, policeman or guard, sheriff, fireman	11	11	1	0	1	0
SALES such as salesman, sales clerk, advertising or insurance agent, real estate broker	12	12	11	4	19	8
SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter	13	13	7	3	24	10
TECHNICAL such as draftsman, medical or dental technician, computer programmer	14	14	1	0	2	1
OTHER (specify) _____	15	15	0	0	0	0
DON'T KNOW	16	16	0	0	0	0

EBCE STUDENT GROWTH

Growth of EBCE students was measured by four instruments at the beginning and end of their programs. The instruments used were Comprehensive Test of Basic Skills (CTBS), Iowa KAP Career Inventory (KAP), Student Attitude Survey (SAS), and Sex-Role Stereotyping Instrument (SRS). The results are shown in Tables 2 and 3.

CTBS

Both the one semester and the full year students gained in the three areas measured by the CTBS--mathematics concepts, mathematics applications and reading comprehension. The gain in mathematics concepts was statistically significant (.1 level) for both one semester and full year students. The gain in reading comprehension was also statistically significant (.1 level) for full year students.

KAP

Both the one semester and full year students gained in career knowledge and attitude as measured by the KAP. However, the gain was statistically significant (.1 level) only for the full year students.

SAS

Both the one semester and the full year students gained in attitude in all four areas (learning, career, self and others) measured by the SAS. None of the gains for one semester students were statistically significant. However, for full year students the gains were statistically significant (.1 level) in three of the areas--learning, career and others.

SRS

Both the one semester and full year students made statistically significant gains (.1 level) on the sex-role stereotyping instrument. For that instrument, the higher the score the less sex-role stereotyping exists.

TABLE 2

Differences Between Pretest and Posttest Scores
for EBCE Students on the CTBS, KAP, SAS and SRS
One Semester Students

Instrument/Subject	Pretest Mean	Pretest S.D.	Pretest Percentile	Posttest Mean	Posttest S.D.	Posttest Percentile	Gain	t
CTBS -								
Math Concepts	15.98	5.37	44	16.91	4.51	44	.93	1.67*
Math Application	14.19	6.15	49	14.72	6.26	45	.53	1.08
Reading Comp.	28.02	10.03	46	29.19	8.65	42	1.17	1.11
KAP	34.00	7.91		35.74	7.07		1.74	2.07*
SAS -								
Learning	89.40	11.86		90.68	12.45		1.28	.94
Careers	81.92	8.84		83.24	10.32		1.32	1.23
Self	70.71	10.65		71.90	9.62		1.19	1.05
Others	46.03	5.79		46.90	6.83		.87	1.23
SRS -	16.73	7.56		18.63	8.22		1.90	2.11*

* Difference between means statistically significant at .10 level.

TABLE 3

Differences Between Pretest and Posttest Scores
For EBCE Students on the CTBS, KAP, SAS and SRS
Full Year Students

	Pretest			Posttest				
Instrument/Subject	Mean	S.D.	Percentile	Mean	S.D.	Percentile	Gain	t
CTBS -								
Math Concepts	16.14	4.89	45	17.92	5.01	49	1.78	1.80*
Math Application	15.22	5.22	54	16.54	5.48	53	1.32	1.23
Reading Comp.	27.61	9.12	45	30.01	8.93	44	2.40	1.33*
KAP	33.81	6.32		34.55	6.67		.74	.52
SAS -								
Learning	88.92	10.39		96.00	13.73		7.08	2.94*
Careers	81.53	6.78		86.22	7.73		4.69	3.26*
Self	68.82	11.51		72.20	11.22		3.38	1.50*
Others	46.03	5.79		46.90	6.83		.87	.69
SRS	12.90	5.90		16.22	6.62		3.32	2.74*

* Difference between means statistically significant at .10 level.

GROWTH OF EBCE STUDENTS COMPARED WITH GROWTH OF STUDENTS IN REGULAR SCHOOL PROGRAMS

EBCE student growth was measured by administering the following instruments at the beginning and again at the end of the program. Comprehensive Tests of Basic Skills (reading comprehension, mathematics concepts and mathematics application), Career Maturity Inventory, Student Attitude Survey and Sex-Role Stereotyping Instrument. The same instruments except for the CTBS were administered to the comparison students at both the beginning and end of the year. The results, along with analysis of covariance tests of differences in gains between the EBCE and comparison students, are shown in the following tables. The F values shown in the tables are the results of tests of differences in gains between the EBCE and comparison students using analysis of covariance with the pretest scores as the covariates.

COMPREHENSIVE TESTS OF BASIC SKILLS (CTBS)

EBCE student growth in basic skills, as measured by the CTBS, was compared with expected growth determined by national norms and growth of the comparison students. The results of the comparisons with national norms are shown in Tables 4 and 5.

As shown in Table 4, the one semester EBCE students gained less than would be expected in math concepts, math application and reading comprehension. None of the differences between actual and expected gains were statistically significant.

The full year EBCE students gained more than expected in math concepts, but slightly less in the other two areas.

TABLE 4

Comparison of EBCE Student Gains on the CTBS with Expected Gains
One Semester Students

Subtest	Pretest Mean	Expected Posttest Mean	Actual Posttest Mean	Difference = Actual - Expected	t
Math Concepts	15.98	16.97	16.91	- .06	- .14
Math Application	14.19	15.72	14.72	-1.00	-2.04
Reading Comprehension	28.02	30.67	29.19	-1.48	-1.85

TABLE 5

Comparison of EBCE Student Gains
on the CTBS with Expected Gains
Full Year Students

Subtest	Pretest Mean	Expected Posttest Mean	Actual Posttest Mean	Difference = Actual - Expected	t
Math Concepts	16.14	17.19	17.92	.73	1.06
Math Application	15.22	16.61	16.54	-.07	- .09
Reading Comprehension	27.61	30.17	30.01	-.16	- .12

IOWA CAREER INVENTORY (KAP)

Comparison of gains on the KAP between full year EBCE students and comparison students is shown in Table 6. As shown in that table, the difference in gains was statistically significant and favored the EBCE students.

TABLE 6

Comparison of Pretest and Posttest Scores
of the EBCE and Comparison Students on the KAP Career Inventory
Full Year Students

	Pretest		Posttest				
Group	Mean	S.D.	Mean	S.D.	Gain	Difference	F
EBCE	33.81	6.32	34.55	6.67	.74	5.03	9.86*
Comparison	40.11	5.18	35.82	6.66	-4.29		

* Difference in gains statistically significant at .1 level (analysis of covariance).

STUDENT ATTITUDE SURVEY (SAS)

The SAS comparisons between full year EBCE students and the comparison students are shown in Table 7. As shown, the EBCE students gained more than the comparison students in all four of the areas measured. In three areas (learning, careers and others) the differences in gains were statistically significant.

TABLE 7

Comparison of Pretest and Posttest Scores
of the EBCE and Comparison Students on
the Student Attitude Survey
Full Year Students

		Pretest		Posttest				
Scale	Group	Mean	S.D.	Mean	S.D.	Gain	Difference	F
Learning	EBCE	88.92	10.39	96.00	13.73	7.08	9.63	7.61*
	Comp.	96.01	13.69	93.46	15.49	-2.55		
Careers	EBCE	81.53	6.78	86.22	7.73	4.69	5.07	8.47*
	Comp.	84.11	9.43	84.49	9.85	- .38		
Self	EBCE	68.82	11.51	72.20	11.22	3.38	3.60	2.73
	Comp.	73.16	9.47	73.38	10.40	- .22		
Others	EBCE	46.03	5.79	46.90	6.83	.83	1.68	3.72*
	Comp.	49.27	6.42	48.42	6.81	- .85		

* Difference in gains statistically significant at .1 level (analysis of covariance).

SEX-ROLE STEREOTYPING (SRS)

This instrument was used to measure sex-role stereotyping among students. The higher the score, the less the sex-role stereotyping. Results of comparisons between full year EBCE students and comparison students is shown in Table 8. As shown, the EBCE students gained significantly more in the elimination of sex-role stereotyping than did the comparison students.

TABLE 8

Comparison of Pretest and Posttest Scores
of the EBCE and Comparison Students on
Sex-Role Stereotyping
Full Year Students

	Pretest		Posttest			Difference	
Group	Mean	S.D.	Mean	S.D.	Gains	in Gains	F
EBCE	16.81	7.32	19.24	7.63	2.43	2.36	5.27*
Control	16.24	8.14	16.31	7.96	.07		

* Difference in gains statistically significant at the .1 level (analysis of covariance).

STUDENT ATTITUDE QUESTIONNAIRE

As part of the evaluation of the EBCE program, students completed questionnaires when they finished their programs. The results are shown in Table 9.

As shown by item 4, almost all students (93%) had an opportunity to observe and work at at least one job they felt they wanted to pursue.

Items 5 and 6 show that most of the students (68%) were fairly clear about the steps they need to take in order to prepare for and enter the job of their choice and most (87%) felt they would be able to complete those steps.

Item 7 shows that the greatest influences on the students' choices for careers were experience in observing and trying out jobs and talking to people who work at those jobs.

Item 8 shows that EBCE was helpful in changing students' minds about jobs through providing on-site observation and experience. One-third of the students who changed their minds about jobs indicated that they changed because of experience in observing and trying out jobs.

Items 9 through 29 show that students felt EBCE was most helpful in assisting them to...

- learn how your interests and abilities fit into potential careers.
- learn what to look at when considering a job.
- communicate comfortably with adults.
- get along with others.
- take responsibility for your own actions.
- feel prepared to accept adult responsibilities.
- understand more about yourself.
- become more open to ideas and values different from your own.
- learn how to find and keep a job.
- use information obtained through direct experiences in making decisions.

Students felt EBCE was least helpful in assisting them to...

- improve your math skills.

- improve your reading skills.

- understand the democratic process.

The majority of the students rated the EBCE program excellent (item 30) and felt that if they had it to do over again, they would definitely participate in EBCE (item 31).

In comparing EBCE with regular school programs, students felt that EBCE provided them more opportunities to learn about occupations (item 33), more opportunity for general learning (item 34) and more motivation to learn (item 35).

Students felt that the greatest weakness of the program was the fact that some students can't handle the freedom (item 36). They felt that the greatest strengths were that students learn about a variety of careers and that students learn about "real life" situations and responsibility (item 37).

Thus, from the students' point of view, it appears that career educational objectives were met through the EBCE program.

TABLE 9

EBCE STUDENT END-OF-YEAR QUESTIONNAIRE

1. What do you expect to be doing one year after completing high school?

N	%		
77	36	1.	Working full-time
9	4	2.	Entering an apprenticeship or on-the-job training program
9	4	3.	Going into regular military service or to a service academy
31	15	4.	Attending a vocational, technical, trade or business school
50	24	5.	Attending a junior or community college
31	15	6.	Attending a four-year college or university
23	11	7.	Working part-time
3	1	8.	Other (travel, take a break)
7	3	9.	I have no idea what I'll be doing

2. How far do you plan to pursue your formal education (check one)

N	%		
1	0	1.	Don't plan to finish high school
64	30	2.	Graduate from high school
90	42	3.	High school plus one or two years of college, community college or special training
14	7	4.	High school plus three or more years of college, community college or special training
24	11	5.	Graduate from four-year college
12	6	6.	Graduate or professional training beyond college

3. List two jobs you feel you might like to hold after completing your education. Give the vocation rather than the location. (For example, say "a drafter" rather than "working at National Engineering".

4. Have you observed or directly worked at either or both of the two preferred jobs listed for question 3?

N	%		
100	47	1.	I observed or worked at both jobs
97	46	2.	I observed or worked at one of these two jobs
14	7	3.	I did not observe or work at either job

5. How sure are you of steps to prepare for and enter the job which you would most like to hold after graduation?

N	%		
4	2	1.	Do not know where to begin
62	29	2.	Have some idea
96	45	3.	Steps pretty clear
48	23	4.	Steps quite clear

6. Do you feel you will be able to complete the necessary steps for this job?

N	%		
184	87	1.	Yes
29	14	2.	Not sure
1	0	3.	Probably not

7. What aspects of your learning experience this year (if any) influenced your choice of potential careers? (check as many as apply)

N	%		
13	6	1.	None
50	24	2.	I talked to teachers or a counselor about my choices
120	57	3.	I talked to people who work at the jobs
66	31	4.	I talked with relatives or friends about my choices
141	67	5.	I had experience in observing or trying out the jobs
44	21	6.	I read about the jobs
56	26	7.	I talked to a learning coordinator about the job
12	6	8.	Other (please write in)

8. A. Are there any jobs that last year seemed interesting that you now feel do not match your interests or abilities?

N	%		N	%	
87	41	Yes	125	59	No

B. What caused you to change your mind about the job(s)? (Check one or more of the following)

N	%		
3	2	1.	Advice from teachers
11	6	2.	Advice from relatives or friends
25	13	3.	Advice from someone who works at the job(s)
18	9	4.	Information I have read about the job(s)
67	34	5.	Experience in observing or trying out the job(s)
50	26	6.	My interests have changed
8	4	7.	I don't know
5	3	8.	Advice from a counselor
6	3	9.	Advice from a learning coordinator
3	2	10.	Other (please state your reason)_____

On the grid please circle a number from 1 to 5 to indicate how helpful you feel EBCE has been to you in reading each objective. (For example, if you feel EBCE was very helpful, circle 5; if moderately helpful, circle 3; and if little or no help, circle 1.)

How helpful do you feel your EBCE experiences this year have been in assisting you to...

		Of Little or No Help						Very Helpful				Average
		1		2		3		4		5		
		N	%	N	%	N	%	N	%	N	%	
9.	solve problems logically.	6	3	12	6	99	47	86	41	18	8	3.44
10.	understand more about yourself.	3	1	10	5	43	20	89	42	65	31	3.96
11.	get along with others.	3	1	10	5	30	14	106	50	71	33	4.05
12.	understand the democratic process.	10	5	49	23	93	44	47	22	7	3	2.96
13.	develop your own creativity.	4	2	11	5	55	26	102	48	41	19	3.77
14.	learn how your interests and abilities fit into potential careers.	0	0	1	0	30	14	75	35	114	54	4.37
15.	learn how society's values, the government and the economy affect the world of work.	1	0	29	14	54	25	95	45	31	15	3.60
16.	learn what to look at when considering a job.	0	0	5	2	22	10	93	44	94	44	4.29
17.	learn how to find and keep a job.	3	1	8	4	43	20	91	43	66	31	3.99
18.	learn the basic skills necessary for the careers that interest you.	1	0	11	5	28	13	87	41	85	40	4.15
19.	improve your reading skills.	21	10	52	25	90	42	43	20	6	3	2.84
20.	improve your math skills.	33	16	53	25	70	33	39	18	13	6	2.74
21.	improve your oral communication skills.	4	2	15	7	60	28	87	41	41	19	3.71
22.	improve your writing skills.	13	6	34	16	64	30	79	37	20	9	3.28

		Of Little or No Help 1		2		3		4		Very Helpful 5		Average
		N	%	N	%	N	%	N	%	N	%	
23.	know what level of basic skills proficiency is required in the jobs of interest to you.	2	1	16	8	67	32	82	39	42	20	3.70
24.	become acquainted with a broad range of resources to use in gathering information for work and decision-making.	1	0	18	8	61	29	87	41	35	17	3.38
25.	communicate comfortably with adults.	2	1	6	3	37	17	95	45	70	33	4.07
26.	take responsibility for your own actions.	2	1	4	2	32	15	95	45	78	37	4.15
27.	become more open to ideas and values different than your own.	1	0	5	2	50	24	97	46	58	27	3.98
28.	use information obtained through direct experiences in making decisions.	0	0	3	1	54	25	98	46	55	26	3.98
29.	feel prepared to accept adult responsibilities.	1	0	4	2	33	16	98	46	74	35	4.14

30. How would you rate the overall quality of your EBCE program?

Poor 1		2		3		4		Excellent 5	
N	%	N	%	N	%	N	%	N	%
0	0	1	0	20	9	88	42	107	50

31. If you had it to do over again, do you think you would decide to participate in EBCE?

Definitely No 1		2		3		4		Definitely Yes 5	
N	%	N	%	N	%	N	%	N	%
0	0	9	4	15	7	33	16	152	72

32. In EBCE, have you felt that you could progress at your own rate?

Definitely No 1		2		3		4		Definitely Yes 5	
N	%	N	%	N	%	N	%	N	%
2	1	7	3	16	8	100	47	96	45

33. In comparison with the regular high school program, how much opportunity did EBCE provide you for learning about occupations?

Much Less				About Same				Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
0	0	1	0	8	4	47	22	155	73

34. In comparison with the regular high school program, how much opportunity did EBCE provide you for general learning?

Much Less				About Same				Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
3	1	7	3	45	21	93	44	64	30

35. In comparison with past experiences in the regular high school program, how motivated are you to learn in EBCE?

Much Less				About Same				Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	0	2	1	19	9	88	42	79	37

36. What do you think are the two greatest <u>weaknesses</u> of the EBCE program? (Check the responses you feel are most applicable or write in your own response.)

N	%		
109	51	1.	Some students can't handle the freedom
26	12	2.	Problems in the organization/staffing of the program
28	13	3.	Students not receiving sufficient training in basic skills or survival skills
15	7	4.	Inadequate supervision of students on job sites
47	22	5.	Lack of a variety of job sites to meet students' interests
59	28	6.	Other (please write in)_____

37. What do you think are the two greatest <u>strengths</u> of the EBCE program? (Check the responses you feel are most applicable or write in your own.)

N	%		
80	38	1.	Good alternative to a regular school program
42	20	2.	Quality of the staff
117	55	3.	Students learn about a variety of careers
135	64	4.	Students learn about "real life" situations and responsibilities
42	20	5.	Good way of getting students to learn
70	33	6.	Experience in working with adults
49	23	7.	Individual treatment of students
16	8	8.	Other (please write in)_____

PARENT OPINION SURVEY

Parent opinions of the EBCE program were gathered through a Parent Opinion Survey. The items used and the responses are shown in Table 10. As shown by the results of the survey, parents were very positive toward the EBCE program.

Item 1 shows that only one parent felt that past school experiences were better than EBCE for their sons and daughters.

If they had it to do over again, only four parents would not want their sons and daughters in EBCE (item 2).

All but two parents felt that their sons and daughters liked EBCE as well as or better than past school experiences (item 3).

In response to item 4, parents felt that the greatest weaknesses of the program were...

1. Student transportation problems.
2. Lack of variety of sites.
3. Programs are too short.
4. Too much student freedom.

They felt that the greatest strengths of the program were (item 5)...

1. Helps students form career plans through contact with a variety of jobs.
2. Students working with people.
3. Teaches responsibility.

In response to item 6, parents were mixed in their opinions of whether they received enough information about their sons and daughters' progress.

In response to items 7-11, parents felt that...

- EBCE provided students much more opportunity to learn about occupations than regular schools.
- EBCE had a good effect in helping their children form career plans.
- EBCE provided more opportunity for general learning than regular schools.
- Students were more motivated to learn through EBCE.
- EBCE used good approaches to learning.

In response to item 12, the most frequently mentioned positive changes parents noticed in their children that might be a result of EBCE were ...

1. Better defined goals.
2. Enthusiastic about school/program.
3. Works better with others.
4. More mature.

In response to item 13, few parents listed any negative changes in their children.

Item 14 shows that the EBCE students frequently talked about EBCE with their parents, but items 15 and 16 show that parents had little contact with EBCE staff or other EBCE parents.

Parents were quite positive in their ratings of the EBCE staff (item 17), business and community resources (item 18) and enthusiasm of the EBCE staff (item 20). However, they gave mixed ratings to their overall relationships with the EBCE staff (item 19).

Most of the parents felt that the occupational plans of their children were good (item 21) and most felt that students who are uncertain about career plans benefit most from EBCE (item 24).

TABLE 10

PARENT OPINION SURVEY

1. How well does the EBCE program compare overall with the past school experiences of your daughter or son?

Much Worse								Much Better	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	1	1	1	30	16	69	37	87	46

2. If you had it to do over again, would you want your son or daughter to participate in the EBCE program?

Definitely No								Definitely Yes	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	1	3	2	5	3	34	18	142	76

3. How well do you think your son or daughter likes the EBCE program compared with past school experiences?

Much Worse								Much Better	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	1	1	1	8	4	49	26	123	65

4. What do you think are the greatest <u>weaknesses</u> of the EBCE program?

(23) Student transportation problems.
(16) Lack of variety of sites.
(12) Programs are too short.
(12) Too much student freedom.
(9) Not enough communication with parents.
(3) Students miss school activities.
(3) Too much work.
(2) Not offered to enough students.
(2) Lack of community participation.
(1) Lack of interest.
(1) Students should be paid.
(1) Unrelated paper work.
(1) Needs more publicity.

5. What do you think are the greatest <u>strengths</u> of the EBCE program?

(49) Helps students form career plans through contact with a variety of jobs.
(21) Students working with people.
(15) Teaches responsibility.
(5) Good teaching staff.
(4) Good student/teacher relationships.
(4) Provides insight into businesses.
(4) Stimulates interest.
(4) Exposure to adult relationships.
(3) Alternative to classroom.
(3) Builds confidence.
(1) Aids in maturity.
(1) Individualized.
(1) Chance to use skills.
(1) Learn availability of jobs.

6. Have you received enough information about your son or daughter's progress in the EBCE program?

Definitely No								Definitely Yes	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
15	8	25	13	44	23	52	28	51	27

7. In comparison with regular schools, how much opportunity did the EBCE program provide your daughter or son for learning about occupations?

Much Less								Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
0	0	4	2	10	5	53	28	117	62

8. What effect, if any, has the EBCE program had on helping your son or daughter form career plans?

Definitely Bad								Definitely Good	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	1	4	2	44	23	58	31	83	44

9. In comparison with regular schools, how much opportunity did the EBCE program provide your daughter or son for general learning?

Much Less				About Same				Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
0	0	4	2	44	23	77	41	57	30

10. In comparison with past experiences in regular schools, how motivated is your daughter or son to learn in the EBCE program?

Much Less				About Same				Much More	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
1	1	2	1	29	15	61	32	95	51

11. How would you rate the approaches to learning used in the EBCE program?

Poor								Good	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
0	0	0	0	35	19	72	38	74	39

12. What positive changes have you noticed in your son or daughter that might be a result of participation in the EBCE program?

(35) Better defined goals.
(28) Enthusiastic about school/program.
(14) Works better with others.
(13) More mature.
(11) Better attitude.
(11) More responsible.
(9) More confident.
(7) Learns better.

(2) Uses time more wisely.
(1) Decided to further education.
(1) Attended class regularly.
(1) Overcame shyness.
(1) Broadened interests.
(1) Improved grades.

13. What negative changes have you noticed in your son or daughter that might be a result of participation in the EBCE program?

(1) Discouraged about not being paid.
(1) Didn't like some jobs.
(1) Still undecided about future.
(1) Unsure of self.
(1) Doesn't work hard enough.
(1) Sometimes bored.
(1) Poor study habits.
(1) Not enough free time.
(1) Doesn't help at home as much.
(1) Acts much older.
(1) Has too much homework.

14. How often does your son or daughter talk to you about what's going on in the EBCE program?

Almost Never								Almost Daily	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
4	2	14	7	29	15	42	22	96	51

15. About how often have you had any contact with any EBCE program staff members?

Almost Never								Very Frequently	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
74	39	48	26	41	22	12	6	5	3

16. How many meetings have you attended during this school year where other parents of EBCE students were present?

None		1		2		3		4 or more	
N	%	N	%	N	%	N	%	N	%
107	57	56	30	13	7	6	3	1	1

17. How would you rate the general quality of the EBCE program staff?

Poor								Excellent	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
0	0	4	2	26	14	65	35	74	39

18. How would you rate the business or community resources available in the EBCE program?

Poor 1		2		3		4		Excellent 5	
N	%	N	%	N	%	N	%	N	%
0	0	7	4	40	21	73	39	61	32

19. How would you rate your overall relationship with the staff of the EBCE program?

Poor 1		2		3		4		Excellent 5	
N	%	N	%	N	%	N	%	N	%
13	7	16	9	34	18	42	22	49	26

20. How would you rate the enthusiasm of the EBCE program staff?

Poor 1		2		3		4		Excellent 5	
N	%	N	%	N	%	N	%	N	%
0	0	3	2	31	16	57	30	72	38

21. What do you think of the occupational plans of your daughter or son?

N	%		
55	29	1.	There aren't any firm plans yet.
1	1	2.	The plans should be changed.
114	61	3.	The plans seem to be good.
7	4	4.	We haven't really had a chance to discuss the plans.

22. What do you think your son or daughter will be doing a year after high school?

N	%		
74	39	1.	Working
73	39	2.	Attending some kind of college.
39	21	3.	Going to a business or trade school.
11	7	4.	Military
6	3	5.	Other (please specify)_____

23. How did you first hear about the EBCE program?

N	%		
50	49	1.	Student
30	29	2.	School
15	15	3.	Other students
2	2	4.	Service organization
3	3	5.	Friend
3	3	6.	Radio, media

24. What kinds of students do you think benefit most from the EBCE program?

(32) Students who are undecided about career plans.
(21) All students
(14) Non-college bound students
(12) Those who are not academically oriented.
(11) Enthusiastic
(7) Career oriented
(1) College bound
(1) Average
(1) Shy

RESOURCE PERSON OPINIONS

A questionnaire was used to determine the opinions of participating resource persons toward the EBCE program. The items used and results are shown in Table 11.

As shown by the results, the resource persons were quite favorable toward the EBCE program. The results show that. . .

- Most resource persons talked with students about activities at the site, talked about job opportunities and supervised students in performing specific job-related tasks (item 2).

- Almost all (92%) felt that the program staff provided enough information to help direct student activities at the site (item 4).

- Almost all (94%) indicated that they would recommend participation in the program to another employer or resource person (item 5).

- Most felt that students had definitely benefited from being at the site (item 6) and that students were really interested in learning new things (item 7).

- They were mixed in their feelings as to whether they received adequate feedback about what happens to students after they leave the site (item 8) and about the effectiveness of their work with students (item 9).

- Most indicated that employees at the site reacted favorably toward participation in EBCE (item 10). They felt that the greatest benefit to employees was increased awareness of youth (item 11).

- Almost all (94%) plan to continue to participate in EBCE (item 12).

- They felt that the greatest strengths of the program are that students learn about real life situations and students learn about a variety of careers (item 13). The weaknesses most frequently mentioned were lack of feedback about students and some students can't handle the freedom (item 14).

- Most felt that things students are able to learn on job sites that they are not able to learn in regular school classrooms are firsthand knowledge of demands in a "real world", working with other people, on-the-job skills, and self-discipline (item 15).

TABLE 11

RESOURCE PERSON OPINION SURVEY

1. How many students did you have during the past school year?

Number of Students	N	%
1	97	51
2-3	64	34
4-5	10	5
6-7	4	2
7-8	5	3
More than 9	1	1

How long was each placement?

Number of Weeks	N	%
Less than 1	12	6
1-3	58	30
4-6	91	48
7-9	10	5
More than 9	28	15

2. Which of the following supportive services do you (or others at your site) provide for the students? (check each appropriate category)

	N	%
Talk about job opportunities?	167	87
Talk about the student's personal problems?	43	23
Talk about activities at your site?	184	96
Tutor in an academic area?	24	13
Evaluate individual student's assignments?	89	47

	N	%
Assist students in non-job-related assignments?	33	17
Supervise students to perform a specific job-related task at your site?	123	64
Help plan student assignments?	52	27
Other _____	5	3

3. How did you first become involved with the program? (check appropriate response)

N	%		
159	83	1.	Program personnel contacted me about the program.
24	13	2.	A student talked to me about the program.
2	1	3.	Another employer talked to me about the program.
14	7	4.	Company personnel talked to me about the program.
8	4	5.	Other _____.

4. Did the program staff provide you with enough information to help direct student activities at your site?

N	%		
174	92	1.	Yes
14	8	2.	No

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

N	%		
173	94	1.	Yes
11	6	2.	No

6. In general, do you think the EBCE students you have worked with have benefited by being at your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely No								Definitely Yes	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
2	1	7	4	31	16	85	44	66	35

7. In general, do you think the students you have worked with are really interested in learning new things?

Definitely No								Definitely Yes	
1		2		3		4		5	
N	%	N	%	N	%	N	%	N	%
2	1	8	4	38	20	56	29	83	43

8. Do you receive adequate feedback about what happens to students after they leave your site? Circle a number from 1 (never) to 5 (always).

Never 1		2		3		4		Always 5	
N	%	N	%	N	%	N	%	N	%
49	26	55	29	42	22	22	12	13	7

9. Do you receive adequate feedback about the effectiveness of your work with the students?

Never 1		2		3		4		Always 5	
N	%	N	%	N	%	N	%	N	%
43	23	47	25	48	25	29	15	16	8

10. How have employees at your site reacted to your agency's participation in the EBCE program? (check one)

N	%		
115	60	1.	Positive reaction
4	2	2.	Negative reaction
40	21	3.	Mixed reaction
14	7	4.	No reaction
17	9	5.	Not applicable
6	3	6.	Don't know

11. In what ways, if any, have the employees at your site benefited? Check one or more appropriate response(s).

N	%		
19	10	1.	They haven't benefited.
87	46	2.	Increased their awareness of youth.
17	9	3.	Motivated the regular employees to further training.
42	22	4.	Reduced their workload.
49	26	5.	Increased interest in their own work.
23	12	6.	I don't know.
24	13	7.	Other _____

12. Do you plan to continue participating in the EBCE program next year?

N	%		
161	94	1.	Yes
11	6	2.	No

Why? (Check one or more of the reasons below).

N	%		
134	70	1.	Program is worthwhile.
76	40	2.	I like the people involved.
69	36	3.	My participation is a community service.

N	%		
45	24	4.	It is challenging to me.
0	0	5.	I have had problems with the staff.
0	0	6.	I have had problems with the students.
1	0	7.	The program is not effective.
1	0	8.	I don't have time.
10	5	9.	Other _____

13. What do you think are the greatest <u>strengths</u> of the program? (check one or more reasons)

N	%		
74	39	1.	Good alternative to a regular high school program.
30	16	2.	Quality of the staff.
156	82	3.	Students learn about a variety of careers.
142	74	4.	Students learn about real life situations.
67	35	5.	Good way of getting students to learn.
107	56	6.	Experience in working with adults.
7	4	7.	Other _____

14. What do you think are the greatest <u>weaknesses</u> of the program? (check one or more reasons)

N	%		
45	24	1.	Some students can't handle the freedom.
8	4	2.	Problems in the organization of the program.
25	13	3.	Students not receiving sufficient training.
12	6	4.	Inadequate supervision of students on job sites.
6	3	5.	Too much paperwork.
58	30	6.	Lack of feedback about students.
26	14	7.	May be too difficult/technical for some students.
43	23	8.	Other _____

15. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (check one or more reasons)

N	%		
157	82	1.	First-hand knowledge of demands in a "real world".
137	72	2.	Working with other people.
126	66	3.	On-the-job skills.
86	45	4.	Self-discipline.
69	36	5.	Motivation to learn.
0	0	6.	Nothing
5	3	7.	Other _____